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ABSTRACT

This bibliography, intended for families, lists 65 resources on assessing children for the presence of a disability. Resources are intended to ensure that all members of the Individualized Education Program team, including parents, have an appropriate base of information. Resources were published from 1983 through 1994 and are grouped into the following categories: (1) materials for consumers; (2) textbooks; (3) resources providing reviews and critiques of specific tests; (4) selected resources on curriculum-based assessment; (5) selected resources on dynamic assessment; (6) selected resources on task analysis; (7) selected resources on assessment of specific disabilities or specific skill areas (attention deficit disorder, behavior, hearing or visual impairments, intelligence, language, learning/reading disabilities, mental retardation, nonverbal individuals, and physical/multiple disabilities); and (8) selected resources on assessment of minority students. A list of publishers with addresses and telephone numbers completes the bibliography. (DB)

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Bibliography for Families: Assessing Children for the Presence of a Disability

This bibliography is meant to provide families with resources of information on assessment of school-aged children. It has been developed as a companion piece to the 1994 ***News Digest*** called *Assessing Children for the Presence of a Disability.* An additional bibliography, designed specifically for schools, is also available upon request. If you would like either of these publications, please contact NICHCY, and we would be pleased to send them to you.

The books and articles listed below may be useful to a family whose child is being or has been assessed within the school system for the presence of a disability and, thus, for eligibility for special education and related services. Being knowledgeable about the evaluation process equips parents to advocate for a thorough, appropriate, and well-conducted evaluation of their child and also assists them in making sense of the results. These results provide all members of the IEP team — including parents — with a base of information upon which to develop an appropriate Individualized Educational Program (IEP) for the child.

This bibliography is by no means exhaustive. You may identify additional resources by:

- looking in the bibliography/reference sections of any of the materials listed below;
- contacting organizations that address issues related to assessment, such as the American Psychological Association;
- contacting organizations that address issues related to specific disabilities (such as the Arc or the Learning Disabilities Association), as these organizations may be able to provide guidance about how a specific disability might be assessed; and
- checking to see what resources are available at any universities or colleges near your town.

To help you obtain the materials listed in this bibliography, the names, addresses, and telephone numbers of publishers are provided (in alphabetical order) at the end of this document. It's a good idea to contact the publisher and find out the latest payment and ordering procedures. These addresses and telephone numbers are, of course, subject to change without notice, as is the availability of the resources listed here.

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Materials for Consumers

Hamill, D.D., Brown, L., & Bryant, B.R. (1992). *A consumer's guide to tests in print.* Austin: Pro-Ed.

Hosterman, E.J. (Ed.). (1989). *Assessment: Special education tests. A handbook for parents and professionals.* Minneapolis, MN: PACER Center. (ERIC Document Reproduction Service No. ED 317 006)

Lyan, H.B. (1990). *Test scores and what they mean* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

McCullough, V.E. (1992). *Testing and your child: What you should know about 150 of the most common medical, educational, and psychological tests.* New York: NAL/Dutton.

Textbooks

(Although the resources listed below are generally intended for special education professionals in training or in practice, they nonetheless provide excellent overviews of the issues associated with assessing children with special needs.)

Aiken, L.R. (1994). *Psychological testing and assessment* (8th ed.). Boston: Allyn and Bacon.

Berdine, W.H., & Meyer, S.A. (1987). *Assessment in special education.* Boston: Little, Brown and Company. (Available from Harper-Collins.)

Gearheart, C.J., & Gearheart, B.R. (1990). *Introduction to special education assessment: Principles and practices.* Denver, CO: Love.

Heward, W.L., & Orlansky, M.D. (1992). *Exceptional children: An introductory survey of special education* (4th ed.). New York: Merrill.

Hoy, C., & Gregg, N. (1994). *Assessment: The special educator's role.* Pacific Grove, CA: Brooks/Cole.

McLoughlin, J., & Lewis, R. (1990). *Assessing special students* (4th ed.). Columbus, OH: Merrill.

Overton, T. (1992). *Assessment in special education: An applied approach.* New York: Macmillan.

Rotatori, A.F. (1990). *Comprehensive assessment in special education.* Springfield, IL: Charles C. Thomas.

Salvia, J., & Ysseldyke, J. (1991). *Assessment in special education and remedial education* (5th ed.). Boston, MA: Houghton Mifflin.

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Taylor, R. L. (1993). *Assessment of exceptional children: Educational and psychological procedures* (3rd ed.). Boston: Allyn and Bacon.

Wallace, G., Larsen, S.C., & Elksnin, L.K. (1992). *Educational assessment of learning problems: Testing for teaching.* Boston: Allyn and Bacon.

Resources Providing Reviews and Critiques of Specific Tests

(These resources would allow you to learn more about the properties of specific tests - how reliable they are, how valid they are considered to be, what populations they are most appropriate for, the norm groups used, and so on. Discussions may be quite technical at times.)

Conoley, J.C., & Kramer, J.J. (Eds.). (1992). *Eleventh mental measurement yearbook.* Lincoln: University of Nebraska Press.

Mitchell, J.V. (in press). *Tests in print IV: An index to tests, test reviews, and the literature on specific tests.* Lincoln, NE: University of Nebraska Press.

Reynolds, C.R., & Kamphaus, R.W. (Eds.). (1990a). *Handbook of psychological and educational assessment of children: Intelligence and achievement* (Vol. 1). New York: Guilford.

Reynolds, C.R., & Kamphaus, R.W. (Eds.). (1990b). *Handbook of psychological and educational assessment of children: Personality, behavior, and context* (Vol. 2). New York: Guilford.

Swanson, H. C., & Watson, B. L. (1989). *Educational and psychological assessment of exceptional children* (2nd ed.). Columbus, OH: Merrill.

Sweetland, R.C., & Keyser, D.J. (Eds.). (1991). *Tests: A comprehensive reference for assessments in psychology, education, and business* (3rd ed.). Austin, TX: Pro-Ed.

Selected Resources on Curriculum-based Assessment

Choate, J., Enright, B., Miller, L., Poteet, J., & Rakes, T. (1992). *Curriculum-based assessment and programming* (2nd ed.). Boston: Allyn and Bacon.

Howell, K.W., Fox, S.L., & Morehead, M.K. (1993). *Curriculum-based evaluation: Teaching and decision-making* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Salvia, J., & Hughes, C.A. (1990). *Curriculum-based assessment: Testing what is taught.* New York: Macmillan.

Shinn, M.R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children.* New York: Guilford.

Tindal, G., & Marston, D. (1990). *Classroom-based assessment: Evaluating instructional outcomes.* Columbus, OH: Merrill.

Selected Resources on Dynamic Assessment

Haywood, H.C., & Tzuriel, D. (Eds). (1992). *Interactive assessment.* New York: Springer-Verlag.

Jitendra, A.K., & Kameenui, E.J. (1993, September/October). Dynamic assessment as a compensatory assessment approach: A description and analysis. *Remedial and Special Education, 14*(5), 6-18.

Lidz, C.S. (1991), *A practitioner's guide to dynamic assessment.* New York: Guilford.

Selected Resources on Task Analysis

Jonnassen, D.H., Hannum, W.J., & Tessmer, M. (1989). *Handbook of task analysis procedures.* Westport, CT: Praeger.

Kirwan, B., & Ainsworth, L.K. (1992). *A guide to task analysis.* Washington, DC: Taylor and Francis.

Selected Resources on Assessment of Specific Disabilities or Specific Skill Areas

Attention Deficit Disorder

Barkley, R.A. (1990). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (2nd ed.). New York: Guilford Press.

Behavior

Algozzine, B., Ruhl, K., & Ramsey, R. (1991). *Behaviorally disordered? Assessment for identification and instruction.* Reston, VA: Council for Exceptional Children.

Breen, M.J., & Altepeter, T.S. (1990). *Disruptive behavior disorders in children: Treatment-focused assessment.* New York: Guilford.

Jones, V.F. (1990). *Adolescents with behavior problems: Strategies for teaching, counseling, and parent involvement.* Boston: Allyn and Bacon.

Martin, R.P. (1992). *Assessment of personality and behavior problems.* New York: Guilford.

Merrell, K.W. (1994). Assessment of behavioral, emotional, and social problems: *Direct and objective methods for use with children and adolescents.* White Plains, NY: Longman.

Hearing or Visual Impairments

Bradley-Johnson, S., & Evans, L.D. (1991). *Psychoeducational assessment of hearing-impaired students: Infancy through high school.* Austin: Pro-Ed.

Morse, M.T. (1992, January). Augmenting assessment procedures for children with severe multiple handicaps and sensory impairments. *Journal of Visual Impairment and Blindness, 86*(1), 73-77.

Thompson, M., Biro, P., Vethivelu, S., Pious, C., & Hatfield, N. (1987). *Language assessment of hearing-impaired school age children.* Seattle, WA: University of Washington Press. (ERIC Document Reproduction Service No. ED 291 200)

Intelligence

Das, J.P., Naglieri, J.A., & Kirby, J.R. (19 Ass ent of cognitive processes: The PASS theory o Allyn and Bacon.

Elliott, R. (1987). *Litigating intelligence: IQ tests, special education, and social science in the courtroom.* Dover, MA: Auburn House.

Language

Bartel, N. (1990). Assessing and remediating problems in language development. In D.D. Hammill and N. Bartel (Eds.), *Teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.

Learning/Reading Disabilities

Bartoli, J., & Botel, M. (1988). *Reading/learning disability: An ecological approach.* New York: Teachers College Press.

Jordan, N.C., & Goldsmith-Phillips, J. (1994). *Learning disabilities: New directions for assessment and intervention.* Boston: Allyn and Bacon.

Lyon, G.R. (1994). *Frames of reference for the assessment of learning disabilities: New views on measurement issues.* Baltimore, MD: Paul H. Brookes.

Richek, M.A., List, L.K., & Lerner, J.W. (1989). *Reading problems: Assessment and teaching strategies* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Silver, L.B. (1989). *Assessment of learning disabilities: Preschool through adulthood.* Boston: Little, Brown.

Mental Retardation

American Association on Mental Retardation. (1992). *Mental retardation: Definition, classification, and systems of support* (9th ed.). Washington, DC: Author.

Nonverbal Individuals

Cirrin, F., & Rowland, C. (1985). Communicative assessment of nonverbal youths with severe/profound mental retardation. *Mental Retardation, 23*(2), 52-62.

Leary, J.B., & Boscardin, M.L. (1992, July-August). Ethics and efficacy of verbal testing of nonverbal children. *Remedial and Special Education, 13*(4), 52-61.

Physical/Multiple Disabilities

Bigge, J.L. (1990). *Teaching individuals with physical and multiple disabilities* (3rd ed.). Columbus, OH: Merrill.

Reavis, D. (1990). *Assessing students with multiple disabilities: Practice guidelines for practitioners.* Springfield, IL: Charles C. Thomas.

Selected Resources on Assessment of Minority Students

Baca, L.M., & Almanza, E. (1991). *Language minority students with disabilities.* Reston, VA: Council for Exceptional Children.

Burlew, A.K. (1992). *African American psychology: Theory, research, and practice.* Newbury Park, CA: Sage.

Gifford, B.R. (1989). *Test policy and test performance: Education, language, and culture.* Boston: Kluwer Academic Publishers.

Hamayan, E.V., & Damico, J.S. (1991). *Limiting bias in the assessment of bilingual students.* Austin: Pro-Ed.

Harry, B. (1992). *Cultural diversity, families, and the special education system: Communication and empowerment.* New York: Teachers College Press.

Lupi, M.H., & Woo, J.Y.T. (1989, Spring). Issues in the assessment of east Asian handicapped students. *Diagnostique, 14*(3), 147-158.

National Center for Youth with Disabilities. (1991). *Race and ethnicity: Issues for adolescents with chronic illnesses and disabilities.* Minneapolis, MN: Author. (ERIC Document Reproduction Service No. ED 337 990)

Rydell, L. (1990). The least biased assessment: Implications for special education. *Crosscultural Special Education Series* (Vol. 4). Sacramento, CA: Resources in Special Education. (ERIC Document Reproduction Service No. ED 337 945)

Samuda, R.J., & Kong, S.L. (1991). *Assessment and placement of minority students* (2nd ed.). Kirkland, WA: Hogrefe & Huber.

Taylor, O.L. (Ed.). (1986). *Treatment of communication disorders in culturally and linguistically diverse populations.* Austin, TX: Pro-Ed.

Terrell, S.L. (Ed.). (1983, June). Nonbiased assessment of language differences [Special issue]. *Topics in Language Disorders, 3*(3).

Zigmond, N., & Galvin, D. (1992, October/November). Issues in the education of African-American youth in special education settings [Special issue]. *Exceptional Children, 59*(2).

LIST OF PUBLISHERS

Allyn and Bacon. Order Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.

American Association on Mental Retardation, Publications Center, P.O. Box 25, Annapolis Junction, MD 20701-0025. Telephone: (301) 604-1340.

American Psychological Association, 750 First Street N.E., Washington, DC 20002-4242. Telephone: (202) 336-5500.

Auburn House: Contact Greenwood Publishing, 88 Post Road W., Box 5007, Westport, CT 06881. Telephone: 1-800-225-5800; (203) 226-3571.

Brooks/Cole, Wadsworth, Inc. Distribution Center, Customer Service, 7625 Empire Drive, Florence, KY 41042. Telephone: 1-800-354-9706.

Charles C. Thomas Publishers, 2600 S. First Street, Springfield, IL 62794-9265. Telephone: 1-800-258-8980; (217) 789-8980.

Council for Exceptional Children, Attention: Department K3092, 1920 Association Drive, Reston, VA 22091. Telephone: (703) 620-3660.

Guilford Press, 72 Spring Street, New York, NY 10012. Telephone: 1-800-365-7006.

Harper Collins, 1160 Battery Street, San Francisco, CA 94111. Telephone: 1-800-328-5125.

Hogrefe & Huber, P.O. Box 2487, Kirkland, WA 98083-2487. Telephone: (206) 820-1500; 1-800-228-3749.

Houghton Mifflin, Wayside Road, Burlington, MA 01803. Telephone: 1-800-225-1464.

Kluwer Academic Publishers, P.O. Box 358, Accord Station, Hingham, MA 02018-0358. Telephone: (617) 871-6600.

Little, Brown, 200 West Street, Waltham, MA 02254. Telephone: 1-800-759-0190.

Longman, c/o Addison-Wesley, 1 Jacob Way, Reading, MA 01867. Telephone: 1-800-4472226.

Love Publishing, 1777 South Bellaire Street, Denver, CO 80222. Telephone: (303) 757-2579.

Macmillan Publishing Company, 100 Front Street, Box 500, Riverside, NJ 08075-7500. Telephone: 1-800-257-5755.

Merrill, see Macmillan.

NAL/Dutton, see Penguin below.

PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417. Telephone: Outside of MN, (612) 827-2966; in MN, 1-800-537-2237.

Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: 1-800-638-3775.

Praeger, c/o Greenwood Publishing Group, 88 Post Road, W., Box 5007, Westport, CT 06881. Telephone: (203) 226-3571; (Orders only) (800) 225-5800.

Prentice Hall, Order Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.

Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78758. Telephone: 1-800-397-7633; (512) 451-3246.

Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320. Telephone: (805) 4990721.

Springer-Verlag, Attention: Orders Department, 333 Meadowlands Parkway, Secaucus, NY 07094. Telephone: 1-800-777-4643; (201) 348-4033.

Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. Telephone: (215) 785-5800; (800) 821-8312.

Teachers College Press, P.O. Box 20, Williston, VT 05495. Telephone: 1-800-488-2665.

University of Nebraska Press, 901 N. 17th Street, Room 327, Lincoln, NE 68588-0520. Telephone: (402) 472-3581; 1-800-755-1105.

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